

MAKING IN SERVICE TEACHER TRAINING EFFECTIVE THROUGH WORKSHOPS

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ABSTRACT

In-service teacher training supports teachers in their 'lifelong learning' as educators, as professionals and as individuals that responsible to the next generation education. Workshop is one of in-service teacher training technique which are popular because of their inherent flexibility and promotion of principles of experiential and adult learning. This article is aimed to explore the techniques of making in-service teacher training effective through workshop. The design of this research was qualitative research. The data collection was done through interviews. The research found that workshop is regarded as a technique that give several advantages for teachers themselves if workshops runs success and efficient. In conclusion, in-service teacher training through workshops may be provided to teachers for improving the effectiveness of teaching.

Key Words— *In-service teacher training, Workshop, Effective*

INTRODUCTION

Teachers play an important role in teaching and learning process to improve learning outcomes. The readiness of teachers to do learning activities which are supported by teachers' knowledge and skills, attitude and practice effects to student are learning achievement. Thus, as stated by Saragih (2008), teachers should have pedagogical competence, professional competence, personal competence and social competence. Teachers, therefore, are required to be engaged in teacher professional development programs such as workshops, seminars, discussions, and trainings. These programs are examples of in-service teacher training.

In-service teacher training supports teachers in their 'lifelong learning' as educators, as professionals and as individuals that responsible to the next generation education. In-service teacher training can changes teachers' attitude, skills and their performance. In addition, it helps teachers to change the procedures, approaches and practices in their teaching. According to Frederick & Stephen (2010), during the in-service training, teachers will schools management skills, evaluation techniques and master wider content areas of their subjects. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools to improve the effectiveness of development in schools.

Unfortunately, in-service teacher training regard as some useless programs since some teachers who comeback after training, they do not seem to have valuable things in their hands. Their training proves useless and futile not only for them but also for the institution because these teachers do not know the basic roots of the subjects. Sometimes, if the workshops are held out of the cities, some teachers want to join workshop just to visit the other cities and enjoy the facilitation which preserved by the training's institution.

Based on the fact, it is shown that most of teachers still face the problems concerning professional development which is not offer changes on their ability. In service teacher training as a medium of professional development still lack of effective. Therefore, it is necessary identify how to make in service teacher training effective.

In-Service Teacher Training

In-service teacher training is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise the teacher's training goes on improving with the passage of time by gaining experience and study through-out the life span of a teacher. It is a means to achieve educational change that will persist In-service education and training refers to all those activities that contribute to professional growth and qualifications of an employee e.g. reading educational generals, participating workshops, seminars, conferences and visits to educational institutions that give the employee a sense of security and a feeling of self confidence while discharging his routine duties in the school. It is a continuing education of teachers and other educational workers leading to the improvement of their professional competence.

With the rapid increase in human knowledge new approaches, new methods of teaching, and new venues for the teachers are being introduced. If a teacher fails to keep himself in touch with these developments he is proving himself as inefficient and ineffective. In order to achieve this end it is necessary that a great many opportunities of in-service education should be provided for teachers. Different techniques of In-service training as indicated in Rahman et al (2011) included:

- Refresher courses include evident from the name refresher to give strength or vigor to the efficiency and output of the already employed teacher,
- Workshop is a period of discussion and practical work on a particular topic/subject, when groups of people share their knowledge and experiences. The members of the workshop discuss and exchange views on a certain issue. The duration of the workshop can be three to ten days depending upon the gravity of the problem.
- Seminar is small group of people meet to discuss a topic and each participant has the opportunity to gain knowledge and experience.
- Conference is a meeting for discussion or exchange of views. Usually the conference of teachers, principals, supervisors, and administrators can broaden their professional horizons and cultivate in the participant members a professional team spirit.
- Lecture is an oral activity, the simplest of ways practiced for-in service education and teachers' re-orientation programs.
- Study circle is one of the desirable techniques of the in-service education. In this method the teacher of a particular subject have a meeting and in this meeting they discuss the ways and means of teaching that particular subject.
- Correspondence courses which is very effective method for the in-service education. With these courses a teacher can improve their profession knowledge.
- Publications, teachers may write on certain topic of general interest for the teachers with this method they communicate their personal experiences. The school may publish the material or the abstract of certain useful research for the benefit of the teachers.
- Vacation institutes are of high value for the teachers for many reasons firstly because they enrich teacher's treasury of knowledge and the teachers return to the school with renewed spirit secondly they make full use of the vacation in a better way and thirdly because the teachers have the opportunity of enjoying the life of studentship.

- Demonstration is an activity pre-arranged for the observation of the group. Demonstration maybe used for workshop or any other course of study where knowledge and skill is being improved.
- Project group is used in those occasions where the accomplishment of a specific project is to be carried out. The project group usually makes survey of the project assignment and develops a course of a study.
- Field trips are used to provide an opportunity to the in-service teacher see the activities of his field. Field trips maybe carried out inland and abroad.
- Panel's presentation, a technique in which two persons speak on a single topic.
- Debate, symposium, informal panel; debate is an organized form of the panel in which stress is laid on the facts and ideas and the group observes the same may be large in number. Symposium is a series of brief presentations made by a series of persons to the group, while spontaneity is the conspicuous feature of informal panel.
- Film is also a very useful technique of in-service education and training. An ideal film presentation is when associated with discussion.

The quality of education system of a country depends upon the academic and professional qualification of teachers of that country. Main purpose of this training is to produce qualitative man power, which becomes reliable source of effective teaching learning process. Teachers, therefore, need various tools to become successful ineffective teaching

Importance of in-service teacher training

In-service teacher training is necessary to keep the attention focused on the need for improved quality of educational outcome through better performance. It helps to maintain an environment that would facilitate the quality learning in schools through teachers' own commitment and enable teachers to develop their competency which they need to pursue in their career options. It is important in developing the concept of teaching as a profession offering career long-challenges, satisfaction and rewards and it maintains the motivation and enthusiasm of teachers and other functionaries.

Ranganathan in Malik(2013) developed research project on developing a plan for in-service teacher training at district level. The important findings were:

- Most of the teachers desired to have continuing education refresher courses in schools.
- No effort was made to involve teachers in the planning evaluation and follow up of in-service programs.
- Educational administrators were not convinced by the quality improvement in teacher after in-service programs.

Workshop

Steinert and Ouellet in their workbook "Designing Successful Workshops" defined workshop as "a usually brief, intensive educational program for a relatively small group of people in a given field that emphasizes participation in problem solving efforts". Traditionally, this educational method provides learners with an opportunity to exchange information, practice skills and receive feedback, and when properly designed, is a time and cost-efficient method of actively involving participants in

the learning process. Workshops are popular because of their inherent flexibility and promotion of principles of experiential and adult learning. They can also be adapted to diverse settings in order to facilitate knowledge acquisition, attitudinal change or skill development.

Conducting Workshops

Steiner (2004) suggest that there are some aspect that should be considered by institutions which held the workshop when conducting a workshop, i.e.:

- Create a relaxed atmosphere for learning.
- Outline the objectives of workshop. Explain to the class what will accomplish in the available time. Outline what is expected of them and the purpose behind all the tasks.
- Encourage active participation and allow for problem solving and/or skill acquisition. Involve the group in all phases of the workshop. Invite questions, group discussion, and debate.
- Provide relevant and practical information. Although active participation and interaction are essential to a successful workshop, teachers must also feel that they have learned something.
- Vary activities and styles. Keeps the workshop flowing at a pace that keeps participants' attention, leaving room for the group to slow down or speed-up.
- Summarize the workshop and request feedback from the class. Leave time at the end to restate the learning objectives and what you hoped to achieve, synthesize the main points and tie the activities in to concrete learning goals for the course.

Making in service teacher training effective through workshops

Workshop can mean "almost anything from a series of field trips or a scientific expedition to intensive study of educational problems". Venayagam (1996) states that there are some characteristics of a workshop which makes it valuable means of in-service training are given below:

- It emerges to meet the existing needs of the participants,
- It provides expert assistance (commonly from higher institutions),
- It is flexible and consequently can be adapted to many diverse groups and situations,
- It provides for the pooling of information and sharing of experiences,
- It motivates participants to. change their behavior where and when such changes may be helpful,
- It gives added support to a changing program by assuring approval of the group,
- It develops both individual and group skills in attacking new problems,
- It adds morale to a faculty or a school system,

- It strengthens working relations with others in different status assignments,
- It develops know how in utilizing democratic procedures in other situations (such as teachers working with students),
- It redefines and refines the objectives of education,
- It evaluates both the results of the effort and the process by which results are attained.

In a workshop intensive consideration is given to practical problems that have arisen from the daily functioning of the teaching job. Solutions to problems are worked out in groups by the pooling of information and resources. The workshop emphasizes informality and establishes good rapport and interrelatedness. It is essential to have library facilities and other necessary source materials available to the participants of a workshop. It is equally important that as a workshop draws to a close, the participants evaluate their experience and formulate their views regarding the progress they have made. Conduct of workshops has been one of the common way. At the beginning, however, it took some time for the teachers to grasp the idea of a workshop and especially to learn to do by doing rather than listening passively to a lecture. Teachers in workshops have now come to a stage where they can pinpoint their problems, suggest concrete measures for the solution, and propose a definite plan for assessing the results.

In conducting the workshops, institution which held workshops for teacher training should be prepare workshop from the beginning. There are some tips on conducting workshop which divided into three stages:

Pre-workshops

Define the objectives for the teaching session.

In planning workshop, decide achievement and important of workshops do. It may be a diagnostic skill, such as the evaluation of patients with unique symptoms; it may be a psychomotor skill, such as flexible sigmoidoscopy; it may be a teaching skill, such as giving feedback; or it may be a research skill, such as designing a research project.

Find out the audience will be.

Whenever possible, try to determine who the participants will be. What is their knowledge of the topic? What is their previous experience with this subject matter? What are their needs and expectations? For example, if you are giving a workshop on 'feedback', you would want to know whether this term is familiar to your audience. You would also want to inquire whether your audience consists of newer teachers, first beginning to think about this concept, or experienced faculty, who have already been to numerous introductory workshops on the topic and now want to refine their skills. Although it is not always possible to meet your participants prior to the actual workshop, it is possible to obtain relevant and helpful information from the institution.

Determine your teaching method and design the appropriate workshop.

Once the objectives of the teaching session are clarified, decide whether a workshop format is appropriate. If it is, choose the teaching method that will best meet your overall goals. A number of methods can be used to involve a group in active learning. These include case discussions, role plays and simulations, videotape reviews, live demonstrations, and opportunities for practicing specific skills. Workshops should encourage problem-solving and/or skill acquisition. The choice of teaching

methods should, therefore, reflect this bias. The final content and format of the workshop will also be influenced by the subject matter, your teaching goals, and the learners' past experiences with the topic. These variables will also help to define your method of evaluation—an important component of any workshop.

During Workshops

Create a relaxed atmosphere for learning.

Effective questioning and active participation by group members further facilitates an atmosphere conducive to teaching and learning.

Encourage active participation and allow for problem solving.

As we have stated earlier, participation is one of the ingredients of a workshop. Involve the group in all phases of your session. Invite questions, group discussion, and debate. Encourage the participants to learn from each other. To promote problem resolution, the participant can be divided into smaller groups. In particular, group members could be asked to work through a set of problems or to practice a specific skill.

Provide relevant and practical information.

Although active participation and interaction are essential to a successful workshop, the participants must also feel that they have learned something. Workshops are meant to promote the acquisition of new knowledge as well as aptitudes and skills. Some information must, therefore, be provided.

Remember principles of adult learning.

Adults come to learning situations with a variety of motivations and expectations about teaching goals and methods. Moreover, as much of adult learning rather than new learning, adults often resent the 'student' role. Incentives for adult learning usually come from within the person, and feedback is more important than are tests and evaluation.

Variation of activities.

Make sure that the workshop flows at a pace that keeps the participants' attention. Appropriate pacing implies moving the workshop along while leaving room for the group to slow down or speed up the presentation. Most medical teachers—and students—are accustomed to listening to large chunks of information in a short period of time, and yet, this may not be the best method of teaching—or learning.

Summarize the workshops and request feedback from the audience or participants.

Restate what you have tried to achieve in the workshop, synthesize the main points made, and discuss plans for follow-up, if appropriate. At times, it is helpful to ask group members to summarize what they have learned during the session. In addition, request feedback from the audiences or participants for good workshops in the future.

Post-workshops

Evaluation.

The last step in workshop is evaluation. There are several types of evaluation which can be held

to see the reflection of workshop, i.e. self evaluation and course evaluation.

1. Effectiveness of in-service teacher training programs through workshops

The important considerations contribute to effectiveness of an in-service training program through workshops are:

- **Locale.** Training institutions at the national, state and district level organize training program generally at their respective institutions. These institutions based training have their own strengths in terms availability of resources.
- **Target groups.** A few programs are also organized for headmasters, principals and other supervisory staff. This net has to be widened and many more categories of personnel brought into the fold. Workshops ought to be offered to all teachers working at the pre-primary, primary, elementary, secondary and senior secondary levels.
- **Transactional strategies.** Transactional strategies like case study method, brain-storming sessions, panel discussions, small group techniques, project work, lecture-cum-discussion sessions, etc., would be used by effective in workshops.
- **Content.** Content workshops would depend up on objectives of each program which could be grouped into major categories: school subjects; pedagogy and methodology; Emerging issues and teacher's new role. The focus of workshops is on developing competencies and commitments. The overall aim of workshops is to enable teachers to improve their classroom activities, out of the classroom activities, school activities and community activities.
- **Evaluation and follow-up.** In most of the cases workshops are evaluated, if at all on an adhoc basis. Each workshop should have monitoring as integral components so that the effectiveness of a program can be properly assessed and appreciates.

CONCLUSION

In service teacher training can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences. Training teachers is more likely to lead to diversity in practice at all levels of instruction.

Purpose of in service teacher training is to generate the conditions that enable the practice to be selected and used appropriately. Therefore, many critical elements in teacher training that should be given due to attention.

Workshop as a technique of in-service teacher training may effective to the teachers' developments itself. In other words, teachers can get some advantages from workshops, i.e.: Teachers maybe provided opportunities for professional development. The quality of pre service education and training should be improved. In-service education may be provided to teachers for improving the effectiveness of teaching; Teacher training curriculum should be reviewed and improved and teachers should be given in-service training facilities; and further studies may be conducted on school environment, student self-concept, teacher job satisfaction, and their effects on student learning outcomes..

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